

DOCUMENT RESUME

ED 242 698

SP 024 101

AUTHOR Steer, Donald H.
TITLE Effective Teachers of Early Adolescents.
PUB DATE 84
NOTE 24p.
PUB TYPE Reports - Research/Technical (143) -- Information
Analyses (070)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Interpersonal Competence; *Junior High Schools;
*Middle Schools; Personality Traits; *Preadolescents;
*Secondary School Teachers; Student Teacher
Relationship; Teacher Attitudes; Teacher Behavior;
*Teacher Characteristics; *Teacher Effectiveness

ABSTRACT

Over the past 15 years a number of studies and official statements have considered characteristics and competencies of effective middle/junior high school teachers. Thirty-eight items found to be present in several studies were used to form a questionnaire, sent to 500 members of the National Middle School Association, about the importance of certain characteristics and competencies in middle/junior high school teachers. The 160 respondents described the most effective middle/junior high school teacher as one who genuinely likes and respects people, and who is committed to working with "transescents," or young people in transition from childhood to adolescents; listening to and talking with them; and assisting in their development of positive self concepts. Four sets of subgroups were used for purposes of data analysis: primary role of employment, community population, building enrollment, and school program. When responses were analysed by these subgroups, a number of differences were found, but no meaningful pattern was identified. (JD)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

86024202

OBJECTIVE TEACHING

OF

CLASS ADJUDICATION

✓ I, Donald R. Steer, do hereby certify that the above is a true and correct copy of the original as submitted to me by the author.

TESTIMONY TO CERTIFICATE THE
ORIGINAL AND COPY SUBMITTED BY
Donald R. Steer

IN THE DISTRICT COURT OF THE
UNITED STATES OF AMERICA

Donald R. Steer
The University of Michigan

DEFINITION OF EFFECTIVE TEACHER OF EARLY ADOLESCENTS

Now then we characterize the effective teacher of early adolescents? Some researchers have looked at the qualities or characteristics which such teachers possess. Others have described competencies which such teachers have exhibited the behaviors of such teachers. These are so closely related that many writers have grouped all these together when trying to describe the effective teacher of early adolescents, or "adolescents."

If the research related to this topic, such as based upon perceptions of teachers, administrators, teacher educators, and/or students, it seems that many of these characteristics, competencies and behaviors apply also to effective teachers of other age students. It is very difficult to separate out the characteristics, competencies and/or behaviors unique to effective teachers of adolescents, although some of them may be especially important for teachers of adolescents.

Related Literature

A review of the related literature reveals that in the last fifteen years a number of studies and experiments on this subject have been published. In 1963 Wilson found selected junior high school teachers, principals and teacher educators to agree that the junior high school teachers should:

1. have the proper characteristics of junior high school youngsters and their implications for teaching.
2. understand how the social and cultural background of a student may affect the student's attitude and behavior.
3. understand the dynamics of the junior high school student body.
4. be able to provide acceptable experiences for youngsters of different ability levels.
5. be able to manage effectively a classroom, including the handling of disruptive problems.
6. be committed to finding acceptable experiences for youngsters of different ability.

7. be committed to developing positive self-concepts and a feeling for good human relationships within their students.
8. be committed to developing self-direction in their pupils.
9. see themselves as worthy and as people of consequence, as opposed to being persons of little consequence who can be considered as discarded.¹

There is really little overlap, nor is there any correspondence, between Wilson's findings and those of Smith and Smith who reported in 1973 that the majority of principals they surveyed considered these attributes and characteristics to be essential for teachers to possess high and stable self-concept:

1. The ability to listen, to talk with, not at, students of this age.
2. Should not have an attitude of authoritarianism.
3. The ability to show respect for children of this age as individuals.
4. A sense of humor.
5. Possess a tolerance for student errors and variations of behavior.
6. Be energetic and energetic for children of this age.
7. Demonstrated respect for student privacy and confidentiality.
8. A degree of generalization that leads to encouraging independence and creativity in students.
9. The ability to accept, value, and encourage their children to be independent.
10. An ongoing personalizing.²

In another study conducted at about the same time, Givens and Smith and Smith High School teachers ranking (1) thorough preparation in subject areas, (2) basic understanding of individual differences in the social, emotional, mental, and physical development of young adolescents, and (3) basic understanding of the young adolescents as they grow-up as most important for good teachers in the intermediate school.³ It is not clear just how these last two characteristics differed, but they were similar to several of those cited earlier. The characteristics of thorough subject field preparation, however, is different from the two earlier studies.

One of the most comprehensive and widely recognized programs to identify comprehensive essential for effective middle school teachers was

understood in Florida in 1973. Lawrence identified a number of behavior categories into the following twenty competency areas:

1. Shows awareness of his own behavior patterns and how they are influenced by situations and by his beliefs; awareness of personal characteristics; awareness of a variety of behavior in others that differs from his own.
2. Interacts constructively with other adults and with developmentally disadvantaged students; is approachable, cooperative and supportive.
3. Understands the physical development process of the developmentally disadvantaged student and organizes his teaching according to that process.
4. Understands the intellectual development process of the developmentally disadvantaged student and organizes his teaching according to that process.
5. Understands the socio-emotional development process of the developmentally disadvantaged student and organizes his teaching according to that process.
6. Understands the career development process of the developmentally disadvantaged student and organizes his teaching according to that process.
7. Understands and applies various theories of the teaching-learning process; analyzes the learning patterns of individual students; provides for them and evaluates results.
8. Incorporates a knowledge of group dynamics in his teaching and helps students understand group process; group behavior, leadership skills and peer influence.
9. Develops positive relationships between the school and the community; between the teacher and parents and between various sub-cultures in the school.
10. Organizes materials and organizational arrangements in the public school (those that facilitate the developmental needs of developmentally disadvantaged and are conducive to learning problems).
11. Uses appropriate procedures of assessing an instructional program: designing, conducting, evaluating and revising materials and instruction.
12. Makes effective presentations using appropriate media.
13. Works effectively with unusual classroom problems.
14. Controls individual students, promoting self-direction through individual guidance.
15. Helps students to consider alternative values and to develop personal problem solving systems.
16. Teaches students techniques of problem solving.
17. Provides opportunities and guidance to help students become independent learners (define own goals and problems, identify resources and evaluate outcomes).
18. Designs and conducts group activities according to the needs of learners that are facilitated by the different groupings.
19. Has skills of working in cooperative learning situations with other teachers, paraprofessionals, and community groups.
20. Assumes responsibility of self-directing instruction; gives students and non-teaching staff with other teachers and students that is teaching activities outside of his own area of specialization.⁶

Levine's competency areas may be seen to have much in common with a number of earlier and later studies. They also were used as the basis for a number of knowledge modules used in Florida's competency-based education and certification of middle school teachers.

Levine, in a 1979 study, developed a list of 55 professionally stated competencies for teaching early adolescents. The middle-school teachers, principals and university specialists participating in the study perceived these competencies to be important, but differed in the degree of importance attached to each group of competencies.

Teachers and university specialists perceived teaching strategy competencies as being of greatest importance while principals and consultants assigned the highest importance to competencies in the diagnostic category. Teachers and principals assigned the lowest rankings to evaluation competencies; while university specialists perceived competencies in the objectives planning category as being of least importance..... Teachers and principals placed a higher priority on competencies related to practical operations (classroom, lesson plans, and so forth), while university specialists attached greater value to competencies related to assessing students in the assessment domain.³

Levine's approach to the identification of "ideal teacher behaviors" was quite different. His 1979 report of responses from students to a questionnaire solicited middle school engaged future teachers to identify their personal desires for the ideal middle school teacher. These four factors and their corresponding high ranking behaviors are:

Figure 3 -- Idealization

- a. Ideally not have different periods class.
- b. Be patient.
- c. Organize my class.
- d. Treats all the pupils are important as individuals.
- e. Be eager to help when I need it.
- f. Develop being with young people.
- g. Be helpful and knowledgeable.
- h. Expresses personal identity.
- i. Be open-minded.
- j. Will allow his criticism.

Factor II -- Reliability

- a. Is entertaining.
- b. Likes to tell jokes.
- c. Enjoys life and is full of fun.
- d. Has a good sense of humor.
- e. Has very interests.
- f. Has lots of energy.
- g. Has imagination.

Factor III -- Management

- a. Controls upon a tight classroom.
- b. Is strict.
- c. Doesn't stand for any disobedience in class.
- d. Values an over-strict.
- e. Is firm.
- f. Is aware of what is happening in the classroom.
- g. Is generally calm.

Factor IV -- Self-control

- a. Never allows his voice to shake.
- b. Never gets upset or becomes angry.⁶

Through a representative study the Florida Council on Teacher Education identified 25 competencies considered to be the knowledge and skills necessary for teaching. Interpretation of subject matter to pupils and evaluation and discipline reported to 1970 as their selection study in which they found general consensus that these 25 competencies are necessary. Their report, however, reported responses of junior high teachers from those of elementary and high school teachers. The fifteen competencies rated highest by the junior high teachers were:

1. Communicate the ability to readily communicate information on a given topic in a coherent and logical manner.
2. Present materials for teaching with an instructional outline.
3. Evaluate a student for student behavior in the classroom.
4. Identify causes of classroom discipline and apply a technique for correcting it.
5. Communicate the ability to comprehend and interpret a message after listening.
6. Select, adapt, modify teaching instructional materials for a given set of instructional objectives and student learning needs.
7. Communicate the ability to edit, interpret, analyze, and synthesize.
8. Establish rapport with students in the classroom by using verbal and non-verbal instructional behavior.
9. Identify and develop a system for keeping records of class and individual student progress.
10. Communicate the ability to utilize in a logical, readily understood style with appropriate process and content structure.

11. Demonstrate instructional and social skills which assist students in developing a positive self-concept.
12. Construct or assemble a classroom test to measure student performance according to criteria based upon objectives.
13. Identify and/or demonstrate behaviors which reflect a feeling for the dignity and worth of other people, including those from other ethnic, cultural, linguistic, and economic groups.
14. Select/develop and sequence related learning activities appropriate for a given set of instructional objectives and student learning needs.
15. Counsel with students both individually and collectively concerning their academic needs.⁸

Over the 1970s Douglas reported on a study in which a list of 18 competencies adapted from the earlier cited list of Lawrence was submitted for rating by a group of 21 urban middle school educators (predominantly teachers). All 18 competencies received either very strong or strong support, according to the following rank order:

1. Social-emotional development.
2. Teaching communication skills such as reading, listening, writing, and speaking (as a responsibility of all teachers and not just language arts teachers).
3. Diagnostic (individual) learning needs and problems and providing for them.
4. Instructional development stages.
5. Management of classroom groups and other classroom problems.
6. Working with teachers across subject areas and with other careers personnel (skills of working in cooperative teaching situations).
7. Physical development stages.
8. Techniques of counseling (individual skills which involve the process and discussion through indirect guidance).
9. Teaching problem solving techniques.
10. Teaching students to evaluate themselves.
11. Providing opportunities and guidance to help.
12. Identifying appropriate resources for teaching in the middle school.
13. Working with small groups of learners.
14. Techniques for studying (personalized notes and developing a personal, individual learning system).
15. Providing opportunities and guidance for (group) decision making.
16. Helping students to develop leadership.
17. Use of educational materials and equipment.
18. Identifying and using behavioral objectives in instructional planning.⁹

After reviewing a number of "current" studies, in a presentation to the 1978 National Middle School Teachers' Conference, Douglas discussed a

list of eighteen different clusters of teaching behaviors that have proven significant in experimental studies involving students of middle school age. These eighteen clusters, grouped into three larger categories, are identified to indicate that the effective middle school teacher:

Personal Characteristics

1. has a positive self-concept,
2. demonstrates "warmth,"
3. is optimistic,
4. is enthusiastic,
5. demonstrates flexibility,
6. demonstrates "openness."

Understanding Adolescent Needs

7. demonstrates awareness of students,
8. demonstrates awareness of developmental needs.

Instructional Skills

9. demonstrates knowledge of subject matter,
10. uses a variety of instructional strategies,
11. uses some structure of instruction,
12. activates learning,
13. uses concrete materials and focuses learning strategies,
14. uses varied questioning,
15. incorporates influences of teaching,
16. incorporates various building behaviors in working with students,
17. diagnoses individual learning needs and provides individual instruction,
18. demonstrates listening skills.⁹

Before a revision in 1988 reports on a study in which 50 competency statements were developed and reviewed for validation in reports also were used to judge the degree to which the competencies were needed by all teachers or by middle school teachers. One of the competencies was judged to be needed by all teachers, including middle school teachers. Another 17 were judged to be needed by middle school teachers, but not all teachers.

Competencies for All, including middle school teachers

1. Provides learning experiences for different learner levels.
2. Encourages concern for students by listening and empathizing with them.

3. Implements appropriate learning experiences to achieve instructional objectives.
4. Handles disruptive behavior in a positive and consistent manner.
5. Develops instructional objectives appropriate to the needs of students.
6. Works cooperatively with peers, consultants, resource persons, and paraprofessionals.
7. Uses learning principles in development of instructional objectives.
8. Maintains a two-way communication with parents.
9. Prepares learning experiences for different learner levels.

Competencies for Middle School Teachers

1. Displays a sincere interest in transcience.
2. Uses transcience's intellectual characteristics when planning curricular activities.
3. Applies concepts related to growth needs and interests of transcience.
4. Selects middle school philosophy to the development of curriculum and instructional materials for that school.
5. Performs teaching strategies based on philosophy and goals of the middle school.
6. Encourages self-disciplined behavior by requiring students to accept responsibility for their own actions.
7. Uses transcience's socio-emotional characteristics when planning the organization of teaching in the middle school.
8. Facilitates positive self-concept development of students through successful experiences.
9. Uses transcience's physical characteristics when planning the organization of teaching in the middle school.
10. Organizes curriculum and learning experiences to help transcience achieve developmental tasks.
11. Uses type and pace of classroom activities.
12. Encourages resources for the classroom.
13. Utilizes self-evaluation techniques to improve instructional methods.
14. Cooperates in curricular planning and revision.
15. Builds learning experiences for students on the basis of learning skills (reading, math) involved in elementary grades.
16. Utilizes a variety of learning activities in daily plans, including individualizing, team groups, projects, and lab experiences.
17. Uses questioning techniques effectively to achieve higher order thinking processes in students.¹⁰

All the competencies listed in this paper have resulted from research studies. A number of individual studies and groups have drawn upon these research studies to develop lists of competencies for their own specific purposes. One of these is the state of Michigan. In a 1976 five-day workshop sponsored by the Michigan Association of Secondary School Principals and the University of Michigan a broadly based

task force under the leadership of Charles Joplin agreed upon a set of 20 general competencies, each supported by a group of specific behaviors. These 20 competencies were approved in 1975 by another task force which was under the joint auspices of the MDEP and the Michigan Department of Education. This joint task force proceeded in 1977 to develop a list of specific competencies which, together with the list of general competencies approved earlier, were incorporated in a position paper which was approved in June 1980 by the State Board of Education for general distribution throughout the state. The 20 general middle school teacher competencies are generally the same as those developed by Lawrence, cited earlier in this manuscript. The specific middle school teacher competencies, however, are listed as follows:

- The middle-school teacher will demonstrate an ability to:
1. Know and understand the growth characteristics (emotional, mental, physiological, and mental) of the pre-adolescent.
 - incorporate a variety of teaching strategies through:
 - team teaching
 - blending time
 - interdisciplinary teaching and learning
 - flexible groupings
 - multi-age grouping
 - co-teaching
 - continuous process
 - learning centers
 - provide opportunities for students to achieve their educational development through:
 - role playing
 - problem solving
 - student choice
 - group work
 - group decision-making
 - individual decision-making
 - positive reinforcement
 - use use of independent time
 - provide guidance services to pre-adolescents by:
 - encouraging student confidence
 - helping students consider alternative values
 - using direct and indirect counseling processes
 - helping students become independent learners
 - using supportive staff
 - dealing effectively with the potentially volatile nature of the pre-adolescent

9. Teach developmental reading and reading in the content areas by assisting students to:
 - Draw conclusions
 - Make inferences
 - Distinguish between fact and opinion
 - Obtain meaning from context
 - Read for details
 - Find the main idea
 - Preview, skim, and scan
 - Increase their reading rate
 - Show reading as a lifetime activity
10. Teach reading as an integral part of a specific content area by:
 - Teaching necessary vocabulary
 - Providing multi-level materials
 - Accommodating both visual and audio-oriented learners in teaching strategies
 - Recognizing various student reading rates
 - Transferring the developmental reading skills to practical application in the content area
11. Design and carry through teaching strategies appropriate to the middle school so as to provide a bridge for the students between the elementary school and senior high.
 - Demonstrate an ability to group and re-group students within the classroom according to their interests and cognitive-entry skills.
 - Demonstrate an ability to present subject-area concepts in terms of varying levels of student readiness.
12. Draw parents into active involvement in the pre-adolescent educational experience by:
 - Using parental input in program development
 - Using parents as aides
 - Developing a planned program that communicates pupil progress to parents
 - Using parent feedback to assess strategies and programs¹¹

At the national level, the Board of Directors of the National Middle School Association in 1980 approved a position paper on the preparation of teachers for the middle grades. On this paper attention is called to those teacher competencies and personal qualities that are especially important (although not unique) to the middle grades. Some concepts follow:

Personal Qualities

Effective teaching at the middle grades level requires to a high degree the personal qualities long associated with successful teaching at any level, including energy, enthusiasm, sensitivity, fairness, sense of humor. In addition, the characteristics and needs of the transcendent give heightened importance to the following teacher characteristics...

1. Positive view of self. ...teachers who have a strong sense of personal identity, who accept their own sexuality, and who are well-adjusted to life.
2. Flexibility, openness to change. ...Teachers at this level must demonstrate how to live with change and still maintain personal integrity. They can admit and live with their own errors. They must have the emotional strength to live with the ups and downs of transescents.
3. Respect for the dignity and worth of each individual. ...teachers demonstrate how to respect each person's uniqueness and value his/her being, thus modeling a personal commitment to a value system supportive of democratic society.
4. Willingness to cooperate with other staff members, parents, students, and others to achieve common goals. ...teachers who demonstrate effective human relations skills in a spirit of cooperation rather than competition.
5. Commitment to transescents. Is willing to devote time and personal concern to the student in and out of the classroom; has a great deal of patience and readiness to listen....
6. Commitment to education. Seeks further knowledge and training to keep current about learning and teaching....

Teacher Competencies

The effective middle grades teacher:

1. Demonstrates, in every aspect of the teaching/learning relationship and process, a sensitive and caring concern for "kids" at this age.
2. Understands the physical, emotional, intellectual, and moral development of the transescent and plans the teaching/learning process to facilitate that development.
3. Creates a positive classroom learning environment, uses a variety of instructional techniques, and organizes the curriculum to adapt to the learning patterns of each student.
4. Facilitates students' personal growth through instructional procedures, content of the curriculum, and personal relationships.
5. Works cooperatively with other teachers, staff members, parents, resource persons, and community groups.
6. Teaches communication skills such as reading, listening, writing, and speaking as an integral part of instruction in all subjects.
7. Provides opportunities for students to become independent learners.
8. Maintains classroom control appropriate to the type of learning being carried out and deals effectively with unusual problems.
9. Develops increasing breadth and depth in own teaching field(s) and relates that learning with other areas of the middle grades curriculum.
10. Constructively participates in the design, implementation, evaluation, and revision of the curriculum.
11. Uses evaluation, marking and reporting procedures which enhance the self-concept of the transescent.
12. Helps to create a classroom and a school environment, curriculum, and instructional procedures appropriate for students according to their special physical, mental, and emotional needs.¹²

Present Study

From the research and other literature related to effective middle school teachers' qualities, characteristics, competencies, skills and behaviors, a list of thirty-eight characteristics, competencies and skills was developed by this researcher and in 1982 was submitted for rating to a random sample of the membership of the National Middle School Association. Of 500 questionnaires mailed, 160 responses (32%) were received.

A description of the sample was obtained by a tabulation of responses to several demographic questions. The national distribution of the respondents is evidenced by the representation from 36 states and Canada, spread over NMSA's six regions with percentages of 15%, 22%, 17%, 12%, 24% and 9% respectively. Length of association with the middle school movement may be inferred from length of NMSA membership, which ranged from 1 year (14%), through 2-4 years (50%), and 5-7 years (27%), to 8 or more years (9%).

The above two breakdowns of respondents were used only for purpose of description, but the following four sets of subgroups were among those used for purposes of data analysis.

Primary role of employment

- 59% - building administrator
- 14% - classroom teacher
- 13% - central office administrator
- 7% - higher education
- 7% - other (e.g., support personnel, state department)

Community population

- 32% - suburban
- 20% - large city (over 75,000)
- 17% - other city (10,000-75,000)
- 13% - town (2,500-9,999)
- 10% - rural

Building excellence

- 12% - under \$10
- 41% - \$10-799
- 23% - \$80-1199
- 24% - 1200 or more

School Program

- 53% - much of program consistent with middle school concept
- 16% - in process of change to middle school concept
- 9% - middle school in name &/or grade organization, but not in program
- 9% - established as traditional junior high school
- 13% - generally moved away from middle school concept

Findings

Although all thirty-eight items on the list of characteristics, competencies and skills were considered to be either very important or essential by a majority of the respondents, about one-third of the items were considered very important or essential by more than 85% of the respondents, as may be seen in Table 1. On a scale where 4 = very important and 3 = essential, seven items received mean ratings above 4.00. In order, they were:

1. exhibits respect for all individuals' worth and dignity (84)
2. fosters development of students' positive self concept (81.5)
3. listens to students, talks with, not at them (80)
4. genuinely likes people (80)
5. is committed to working with transients (80)
6. possesses a positive self concept (81)
7. is flexible and open to change (81)

The items receiving least support were:

1. has thorough knowledge of at least two subject fields commonly taught in HS/Jr. HS (61.6)
2. promotes multicultural understanding (63.3)
3. possesses broad background in general education (humanities, social science and natural sciences) (63.3)

When the responses were analyzed for possible differences (using the Scheffé Test) according to roles of employment, building excellence, community population, or school program, a number of statistically significant differences ($p < .05$) were identified but there was no general

Table 1. Importance of Specified Characteristics, Competencies and Skills of Effective Teachers in Middle Schools and Junior High Schools.

	Mean Rating	Std. Dev.	Percent Rating
The effective middle school/junior high teacher:			
1. possesses a positive self concept	4.6044	0	97
2. positively likes people	4.6000	0	98
3. is flexible and open to change	4.6000	0	98
4. exhibits respect for all individuals' worth and dignity	4.5222	1	96
5. works cooperatively with others	4.5678	0	96
6. is committed to working with transparency	4.6778	1	95
7. exhibits enthusiasm	4.5678	11.3	97
8. exhibits sense of humor	4.6678	10	95
9. listens to students; talks with, not at them	4.6678	3	96
10. respects privacy and confidentiality	4.6678	13	96
11. has high tolerance level for student errors	4.5778	20	96
12. communicates properly (written, spoken, listening)	4.5778	14	96
13. possesses broad background in general education (humanities, social sciences and natural sciences)	3.6000	27	60
14. has thorough knowledge of at least two subject fields commonly taught in M/JHS. MS	3.6000	28	60
15. keeps abreast of current developments in subject fields taught	4.1000	27	60
16. understands transmittable developmental characteristics and needs	4.6678	10.4	95
17. is knowledgeable about goals and programs of schooling for transmittable	4.5778	10	96
18. uses diagnosis of individual and group difficulties in planning instruction	4.5778	22	95
19. uses grouping practices to maximize student learning and development	4.5778	31	70
20. meets special needs of handicapped students	4.5778	32	70
21. meets special needs of gifted students	4.5778	31	61
22. motivates students to learning and achieves at or near potential	4.5678	4	96
23. promotes disciplinary understanding	4.6000	20	96
24. recognizes and motivates positive relationships with students' parents	4.5000	21	96
25. actively shares responsibility in extra-curricular activities	4.5678	25	71
26. uses variety of instructional strategies	4.5000	13	96
27. emphasizes language arts skills in the teaching of all subjects	4.5778	22.3	95
28. promotes students' acquisition of knowledge in academic disciplines	4.5778	28	96
29. promotes development of students' skills of continued learning	4.5778	28	95
30. promotes development of students' problem solving skills	4.5778	15	95
31. fosters independent learning	4.5778	25.4	97
32. motivates students to spend more constructive time on assigned tasks	4.5678	28	96
33. initiates free classroom control	4.5778	18	95
34. fosters development of high moral values in students	4.5778	29	77
35. fosters development of students' positive self concept	4.5778	5	96
36. promotes students' clarification of values	4.5778	28	76
37. uses evaluation procedures which enhance student self concept	4.5778	17	96
38. participates constructively in curricular change	4.5778	20	76

1=not at all important

5=very important

and linear importance

Quadratic

Indicatively important

Table 2. Differences Among Subgroups of Respondents Reporting Characteristics, Experiences and Needs of Educational Workers in Public Schools and Public High Schools.

Characteristic (p. 13/Appendix A/15/16)		Subgroups (p. 13/15/16)		
1. Female & male		public high school	public high school	
2. Degree of satisfaction	public high school	public high school	public high school	
3. Experience	public high school			
4. Satisfaction in experience	public high school			
5. Satisfaction	public high school			
6. Need	public high school			
7. Experience	public high school			
8. Experience	public high school			
9. Experience	public high school			
10. Experience	public high school			
11. Experience	public high school			
12. Experience	public high school			
13. Experience	public high school			
14. Experience	public high school			
15. Experience	public high school			
16. Experience	public high school			
17. Experience	public high school			
18. Experience	public high school			
19. Experience	public high school			
20. Experience	public high school			
21. Experience	public high school			
22. Experience	public high school			
23. Experience	public high school			
24. Experience	public high school			
25. Experience	public high school			
26. Experience	public high school			
27. Experience	public high school			
28. Experience	public high school			
29. Experience	public high school			
30. Experience	public high school			
31. Experience	public high school			
32. Experience	public high school			
33. Experience	public high school			
34. Experience	public high school			
35. Experience	public high school			
36. Experience	public high school			
37. Experience	public high school			
38. Experience	public high school			
39. Experience	public high school			
40. Experience	public high school			
41. Experience	public high school			
42. Experience	public high school			
43. Experience	public high school			
44. Experience	public high school			
45. Experience	public high school			
46. Experience	public high school			
47. Experience	public high school			
48. Experience	public high school			
49. Experience	public high school			
50. Experience	public high school			
51. Experience	public high school			
52. Experience	public high school			
53. Experience	public high school			
54. Experience	public high school			
55. Experience	public high school			
56. Experience	public high school			
57. Experience	public high school			
58. Experience	public high school			
59. Experience	public high school			
60. Experience	public high school			
61. Experience	public high school			
62. Experience	public high school			
63. Experience	public high school			
64. Experience	public high school			
65. Experience	public high school			
66. Experience	public high school			
67. Experience	public high school			
68. Experience	public high school			
69. Experience	public high school			
70. Experience	public high school			
71. Experience	public high school			
72. Experience	public high school			
73. Experience	public high school			
74. Experience	public high school			
75. Experience	public high school			
76. Experience	public high school			
77. Experience	public high school			
78. Experience	public high school			
79. Experience	public high school			
80. Experience	public high school			
81. Experience	public high school			
82. Experience	public high school			
83. Experience	public high school			
84. Experience	public high school			
85. Experience	public high school			
86. Experience	public high school			
87. Experience	public high school			
88. Experience	public high school			
89. Experience	public high school			
90. Experience	public high school			
91. Experience	public high school			
92. Experience	public high school			
93. Experience	public high school			
94. Experience	public high school			
95. Experience	public high school			
96. Experience	public high school			
97. Experience	public high school			
98. Experience	public high school			
99. Experience	public high school			
100. Experience	public high school			

"Education is understood to be the effort, not the result" (21) and this result is higher by comparison with schools identified as public schools in 1960. The study hypothesized, but not to predict, that by 1960 these schools identified as in process of change to public school concept.

Discussion

It is interesting to note that the highest reading achievement, comprehension and ability scores were found among the middle and the effective schools that in the majority of cases had higher reading ability. One of these three schools among the top seven was in fact named after the previously cited literature. This observation, possibly, in the later reading of several other studies has been reported as to the top.

The later reading study was not surprising. "Achievement is more than" developmental characteristics and much" (21) only that for the later reading, English literature is the largest number of previously cited literature (Helen, Hildebrand, Johnson, Osgood, Smith, Smith, Smith, Osgood, et al.). Smith, is a separate study which included the same respondents as this present study. "Characteristics and needs of the early adolescent" are noted from both is reported as a study for American educational/developmental development for public school teachers, and for the public school of those of American education. Smith is the right in the past and present. In the same study, "Achievement and variables of the public school" noted Smith is that reported; but "is developmental characteristics and progress of schooling for students" (21) noted Smith is this present study. Just before the end of the study. These various findings are, finally, surprising.

education. The respondents described the most effective adults who had
 lived with them as the ones who genuinely liked and respected people; and
 who he mentioned as dealing with responsibility, listening to and talking
 with them, and assisting in their development of positive self concept.
 These responses were analyzed by subgroup, & rather a lot of differences were
 found, but no striking patterns were identified.

Bibliography

- Spencer, James Graham. "An Analysis of the Perceptions of Selected Junior High School Teachers, Principals, and Teacher Educators as Related to Alternative Methods for Junior High School Teacher Education." International Education International 25 (1979): 1476-8.
- Spencer, James, and Elaine Hancock. "We Should Work on Schools for the Middle Years." The Canadian Educator January 1973: 222.
- Spencer, James. "Preparing Teachers for the Intermediate Schools." The Canadian Educator January 1973: 226-27.
- _____. "Preparing Teachers for Middle School Teaching." International Journal of Research in Middle School Education, 1973.
- Spencer, James. "An Analysis of Perceptions of Junior High/Middle School Teachers, Principals, and Educating Institutions Concerning Alternative Education." International Education International 25 (1979): 1480-2.
- Spencer, James G., J. David Johnson, James Gray, and David Clark. "Studying Perceptions of the 'Good Middle School Teacher.'" Middle School Journal, August 1975: 6-7.
- Spencer, James, and Elaine Hancock. "Teacher Preparation: On Investigation of Methods." The Middle Years, February 1976: 222-23.
- Spencer, Richard. "In Search of Competencies for Preparing Middle School Teachers." Journal of Education, January 1978: 155.
- Spencer, David G. "Competencies for Middle School Teaching: A Review of Empirical Studies of Teacher Effects." Middle School Journal, December 1977-78, February, 1978: National Middle School Association, pp. 1-6.
- Spencer, David, and Elaine Hancock. "Professional Competencies for Middle School Teachers." Middle School Journal, August 1980: 22-24.
- _____. "National Competencies of Education." Education Paper Concerning the Education of the Early Adolescents and Comprehensive Institutions. Lansing, MI: Michigan Department of Education, 1983. pp. 22-23.
- _____. "National Middle School Association. 'Preparing Teachers for the Middle Years: A Position Paper.'" Middle School Journal, December, 1981. pp. 17-18.